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AUTHOR	Hall, Helen
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ABSTRACT

This kit provides guidelines and materials to support a total statewide system for disseminating Promising Practices (PPs) through the Regional Coordinator network. As a resource, its intent is to provide ideas and processes for activities that support and enrich the program of work of the regional coordinator. Section 1 lists PPs currently in use, and gives application information and forms. The remaining six sections of the kit contain a narrative that describes in detail the steps involved in the diffusion process: (1) informing, (2) assessing, (3) endorsing, (4) planning, (5) implementing, and (6) evaluating. Materials (forms and instruments) and information to assist the coordinator and adapting/adopting school are included. Appendix A is a glossary of key terms provided to clarify the use of selected educational terms and preferred definitions. Appendix B is the script and transparency masters for a transparency presentation about the Promising Practices Diffusion Project. (YLB)

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DISSEMINATING PROMISING PRACTICES IN OREGON VOCATIONAL AND CAREER EDUCATION IMPLEMENTATION KIT FOR REGIONAL COORDINATORS

HELEN HALL
VOCATIONAL-TECHNICAL EDUCATION
OREGON STATE UNIVERSITY
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Disseminating Promising Practices seeks to provide the guidelines and materials to support a total statewide system for disseminating Promising Practices through the Regional Coordinator network. As a resource its intent is to provide ideas and processes for activities that will support and enrich the program of work of the Regional Coordinator. The kit itself is the tangible product that represent a conceptual model for dissemination. Hopefully, it is flexible enough so that it may be useful in a variety of settings and in achieving a variety of activities.

The author wishes to thank many people for their help in developing this kit. Lou Thomas, Wayne Johnson, Sam Pambrun are recognized for their effort to test the ideas in the draft stage. Appreciation is also expressed to the Regional Coordinators who provided many useful suggestions. I owe much to Nancy Hargis and Mary Kinnick for their contributions to the evaluation section. Special thanks is extended to Sharon Wallace and Eugene Vinarskai for their suggestions and personal support for the project which this kit represents. The assistance of Mike Blum in preparing the cover is sincerely appreciated.

Helen C. Hall
Corvallis, Oregon
August, 1980

INTRODUCTION

With the 1976 Vocational Educational Amendments, the federal government reaffirmed its support for quality programs. In other words, quality in vocational education is the name of the game. From another perspective, the people of the United States have responded to inflation and a tight money economy in what has been labeled a "tax revolt". As a result, vocational educators are caught in a bind while working to maintain and improve programs in spite of diminished financial support.

In an effort to attend to both the goal for quality programs and the reality of limited financial resources, the Oregon Department of Education has provided assistance to schools through Research and Exemplary grants. The Promising Practices Diffusion Project (PPDP) described in this kit is designed to coordinate and facilitate a statewide system of educators working to help school districts adopt tested programs and avoid costly duplication of effort. A brief history of previous projects is available in Appendix A.

INTENT

Support is available to assist school districts in Oregon adopt/adapt Promising Practices in Vocational and Career Education which have been reviewed by an established process and approved for dissemination.

Funds provide for the support of start-up services from the original project, i.e., inservice training, consultant services and project prepared materials for teachers. Travel reimbursement to the original project site and substitute reimbursement is also available. Operational costs such as equipment, student copies of materials and instructional personnel are the responsibility of the adopting/adapting district.

LIMITATIONS

Funds are available for projects listed on Promising Practices Currently in Use (page#3). The Description Matrix (page 6) summarizes current projects with applicable descriptions of each.

Several of the Promising Practices may be limited in the number of adoption agreements they can accommodate, so an early contact with directors is advised. Separate applications must be completed for each project adoption/adaption. The number of adoptions per district may be limited if sufficient funds are not available.

PROMISING PRACTICES CURRENTLY IN USE

HANDBOOK CODES	TITLE	LOCATION
A-2	Writing experience Based Career Education Curriculum for Use in Career and Vocational Education	Bethel School District
A-9	A Process for Integrating Career and Consumer Education Course Goals with Basic Reading Programs.	Portland Public Schools, Area III
A-14	Bring the Concept and Techniques of teaching Career Awareness to the Educators in the Field.	Union County ESD
A-15	Articulating Goals Through Career Awareness/Exploration Curriculum Kits	Marion ESD
A-16	A Delivery System for Career Information (Career Information System)	University of Oregon
A-17	Utilizing Parent and Community Resources for Program Development in the Elementary Grades K-6	Lane ESD
A-18	A Means of Infusing Career Education into Language Arts and Science Programs	Marion County ESD
E-3	Exploring Careers Through an Occupational Cruise	Cascade Union High School District No. 5
E-8	Facilitating Career Development Through Industrial Arts: A Curriculum Guide and Activities Handbook	Oregon State University
E-9	Combining World of Work Economics with Career Exploration Through Tenth Grade Social Studies	Parkrose School District No. 3
E-11	Infusing Career Education into an Existing Health Education Program	Roosevelt High School, Portland
E-14	A Pilot Program and Exportable Model for Career Exploration	Vale Elementary School, District No. 14
E-15	A Model for Integrating Career Education into the Junior High School Curriculum	Oregon City Public Schools
E-16	A Model for Career Exploration Work Experience (Model not implemented)	Parkrose School District

Handbook Codes	Title	Location
p-5	Record Keeping or Daily Demand Scheduling for Student's Continuous Progress	Hood River Valley High School
p-12	A Means for Mainstreaming Handicapped Juniors and Seniors into the (CE)2 Curriculum	Jackson County ESD
p-13	A Unified Approach to Career Guidance Programs Development in Secondary Schools	Portland School District
p-14	Assistance for Disadvantaged and Handicapped in the Business Education Cluster	Amity Public Schools
p-15	Specialized Assistance for Identified Disadvantaged Students	Beaverton Public Schools
p-16	Vocational Education for Mentally Retarded Students	Corvallis Public Schools
p-17	Cooperative Work Experience for Handicapped Vocational Students	Lake Oswego Public Schools
p-18	Offset Press Training for Severely Physically Handicapped Students	Madison High School, Portland
p-19	Vale-Nyssa Cooperative	Malheur ESD
p-20	Cluster Aids for Disadvantaged and Handicapped Students	North Bend Public Schools
p-21	Improvement of Reading and Math	Port Orford-Langlois School District
p-22	Vocational Village	Portland Public Schools
p-23	Regional Program for the Deaf Instructional Support for Deaf Students in Career and Vocational education	Regional Program for the Deaf, Portland
p-24	Umatilla-Morrow Instructional Materials Equipment Sharing	Umatilla ESD
p-25	EMR Integration in Regular Vocational Education Programs	Springfield Public Schools
p-26	Vocational Instruction for Handicapped Students	North Clackamas School District

HANDBOOK CODES	TITLES	LOCATION
S-4	Operation of an Open-Entry/ Open Exit Off-Campus Business Program	Lane Community College Skill Center
S-6	Increasing Career Awareness of Adults Through the Use of Audio-Visual Materials	Lane Community College
S-7	Comprehensive Exploration/Reality Testing (CERT) In Industrial Technology	Linn-Benton Community College
S-9	Study Skill Center	Blue Mountain Community College
S-10	Support Services for Handicapped in Vocational Programs	Portland Community College

PROMISING PRACTICES DESCRIPTION MATRIX

PROJECT HANDBOOK NUMBER:	DESCRIPTORS	ELEMENTARY	SECONDARY	COMMUNITY COLLEGE	UNIVERSITY STUDENTS	TEACHERS	PARENTS/COMMUNITY	COUNSELORS	ADMINISTRATION	AWARENESS	EXPLORATION	PREPARATION	SPECIALIZATION	TECHNICAL ASSISTANCE	CLUSTER	INTERDISCIPLINARY	CAREER EDUCATION	VOCATIONAL EDUCATION	DISADVANTAGED	HANDICAPPED	MULTICULTURAL	BASIC SKILLS-(READING,ETC	EVALUATION	GUIDANCE	CURRICULUM	INSERVICE	INSTRUCTIO	PERSONAL DEVELOPMENT	WORLD OF WORK	ARTICULATION	INTEGRATION	PLANNING	ASSESSMENT	REMEDIAL INSTRUCTION	AIDES
1. A2		X			X	X			X	X						X	X								X				X	X					
2. A9		X			X	X										X	X					X			X	X	X	X			X				
3. A14		X			X	X		X	X	X						X	X							X		X			X					
4. A15		X			X	X				X	X					X	X					X		X	X					X				
5. A16				X	X			X	X					X										X					X	X				
6. A17		X			X	X	X		X		X						X								X	X	X							
7. A18			X		X	X				X	X					X	X					X		X	X	X								
8. E3			X			X		X			X					X	X								X						X			
9. E8			X		X	X					X				X										X		X							
10. E9			X		X	X		X			X						X							X	X	X		X	X		X			
11. E11					X	X	X				X																		X					
12. E14			X		X	X					X					X	X							X		X								
13. E15			X		X	X		X	X		X					X	X								X		X	X	X					
14. E16			X		X	X		X			X						X									X		X		X				
15. F5			X		X	X		X	X					X		X	X							X	X									
16. F12			X		X	X					X						X		X	X		X						X						
17. F13			X					X	X							X	X							X	X			X	X	X	X			
18. F14		X	X		X	X	X			X	X	X			X		X	X	X	X												X	X	X
19. F15			X		X	X									X	X		X	X						X		X							X
20. F16			X		X	X	X	X				X			X			X		X						X			X			X		
21. F17			X			X	X			X	X	X			X		X	X		X		X		X			X	X					X	
22. F18			X		X	X						X		X	X				X		X						X						X	
23. F19			X		X	X			X					X	X			X	X								X	X				X	X	
24. F20			X		X	X			X			X		X	X			X	X	X							X						X	X
25. F21			X		X	X						X			X			X	X	X		X					X						X	X
26. F22			X		X	X	X		X			X			X			X	X	X							X						X	
27. F23			X			X	X		X	X	X	X					X	X		X				X			X						X	X
28. F24			X			X			X			X	X	X	X					X											X		X	
29. F25			X		X	X						X			X			X		X						X	X					X		
30. F26			X		X	X					X				X		X			X							X					X	X	
31. S4				X	X	X							X					X								X								
32. S6				X	X	X		X		X	X				X											X								
33. S7				X	X	X				X	X													X			X							
34. S9				X	X	X	X						X				X	X							X							X	X	
35. S10			X	X	X	X		X	X	X	X		X	X		X	X			X				X	X	X						X	X	X

APPLICATION INFOFMATION

Once funds become available, deadlines will be publicized in time for preparation of applications. Applications must provide all the information requested on the "Application for Implementing a Promising Practice" form (page 8). An explanation of the application form follows:

1. School: School that is adopting/adapting a Promising Practice.
2. School Contact Person: Director of the adoption/adaption project.
3. Title of Promising Practice: Title of project to be adapted/adopted (see titles in Handbook).
4. Promising Practice Contact Person: Original project developer as identified in Handbook.
5. Planning Phase: Starting dates for planning activities, including names of persons to be involved in addition to the project director.
6. Implementation Phase: Starting dates for start-up activities.
7. Project will provide: Brief overview of support requested (see Intent).
8. Implementing School will provide: Brief overview of support provided by the school (see Intent).
9. Signature: Proper endorsements are required for all applications.

Application Planning Detail Form

A Planning Detail Form (page 9) must accompany each application.

An explanation of the Planning Detail Form follows:

1. Goal: Overall, general intent of the adoption/adaption project.
2. Objective: Specific adoption/adaption project aims.
3. Activities/Strategies: Activities and strategies planned to accomplish the goals. (travel, consultant services, inservice).
4. Projected costs: Funds requested to support project activities (allowable costs are detailed on page 10).
5. Time Lines: Beginning and ending dates.
6. Responsible Agent: Person to carry out activities.
7. Evaluation: Plan for ongoing and final evaluation.

APPLICATION FOR IMPLEMENTING A PROMISING PRACTICES

School: _____

School Contact Person: _____

Address: _____ Phone: _____

Title of Promising Practice: _____

_____

Promising Practice Contact Person: _____

Address: _____ Phone: _____

Planning Phase:

Starting Date: _____

Names of Persons to be involved (indicate grade levels)

_____ _____

_____ _____

_____ _____

Number of students involved:

_____

Implementation Phase:

Starting Date: _____

Who will be involved in the implementation: (total staff, selected staff, numbers)

_____

Project will provide:

Implementing School will provide:

Signatures:

Superintendent: _____

Building Principal: _____

Regional Coordinator: _____

APPLICATION PLANNING DETAIL FORM

GOAL:

OBJECTIVE	ACTIVITIES/STRATEGIES	PROJECTED COSTS	TIMELINE	EVALUATION	RESPONSIBLE AGENT

PROJECT COST INFORMATION

PROPOSED COSTS ARE LIMITED TO THE FOLLOWING EXPENDITURES:

	ACTIVITY/STRATEGY	ALLOWANCE
A.	Travel to project if included in plan as part of inservice.	Mileage, per diem at state rates.
B.	Consultant services and expenses.	Honorarium plus mileage and per Diem at state rate.
C.	Substitute pay or teacher stipends for teacher inservice as prescribed in the plan. Stipends only on non-school time.	Substitute pay at district rates.
D.	Teacher material available from the original project.	At cost set by project as current commercial rate.
E.	Student materials, limited to one set. District must bear cost of reproduction.	At cost set by the project.

AN EXAMPLE OF THE DIFFUSION PROCESS IN ACTION

One Promising Practice that has been implemented in other schools is "A Process for Integrating Career and Consumer Education Course Goals with Basic Reading Programs." After completing the initial development of the process for the Portland Public Schools, Dr. Ralph Hodges, Project Coordinator, has served as a consultant to other districts in similar efforts. For example, teachers at Price Elementary School in Albany worked with Dr. Hodges to utilize the teacher's guide in developing materials for use with their basal readers for students in grades one through three. Through sharing the outcomes of the Portland project, the teachers at Price Elementary School implemented a similar program without duplicating costly developmental procedures.

The project that Dr. Hodges directs is only one example of Promising Practices which the dissemination project makes available to teachers. All projects are aimed toward the goal of quality career and vocational education in Oregon. Projects might involve administrators, teachers, and/or students. Some projects help vocational educators organize and manage programs; many can be used to help districts meet current vocational education legislative mandates. Initially, all projects have been reviewed and approved by a state agency to assure their effectiveness, transportability, and significance.

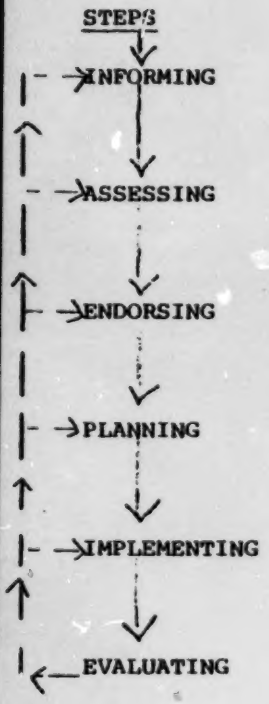
PURPOSE OF THIS KIT

As a part of the continuing effort to improve the diffusion process, a collection of materials and resources for Project adoption/adaption has been compiled in this kit. Regional Coordinators are invited to use the kit in ways that are most appropriate to their situation and needs.

Figure 1 (page 13) summarizes suggested steps in the diffusion process to be used in the dissemination of Promising Practices in Vocational Career and Education in Oregon. The remaining sections of the kit contain a narrative that describes in detail the steps involved in the diffusion process. Materials and information to assist the personal coordinator and adapting/ adopting school are included.

A glossary of Key Terms (Appendix A) is provided to clarify the use of selected educational terms and preferred definitions.

Figure 1. STEPS IN THE DIFFUSION PROCESS



PERSON RESPONSIBLE
PROJECT DIRECTOR REGIONAL AND LOCAL COORDINATORS
LOCAL DISTRICT PERSONNEL (PROJECT DIRECTOR, REGIONAL AND LOCAL (COORDINATOR)
LOCAL DISTRICT PERSONNEL (REGIONAL AND LOCAL COORDINATOR)
LOCAL DISTRICT PERSONNEL AND LOCAL COORDINATOR (PROJECT DIRECTOR, REGIONAL COORDIANTOR)
LOCAL DISTRICT PERSONNEL AND COORDIANTORS (PROJECT DIRECTOR AND REGIONAL COORDINATOR)
LOCAL DISTRICT PERSONNEL AND COORDINATORS (PROJECT DIRECTOR AND REGIONAL COORDINATOR)

NOTE--THE PERSON WHO IS MAINLY RESPONSIBLE FOR THE STEPS IS LISTED WITH SUPPORT PERSONS IDENTIFIED IN (?).

INFORMING

Although diffusion/Dissemination efforts have been supported by the Research and Exemplary Unit of Vocational Education in Oregon Department of Education, many districts are not fully aware of the potential benefits to their schools. In their work with local district personnel, Regional Coordinators are in a unique position to provide information regarding projects available for adaption/adoption. Therefore, the first task of a coordinator is to inform the administrators and vocational teachers of the assistance available through the Oregon Department of Education. Selling is necessary, and an educational or public relations campaign may be in order.

Initial contact with administrators and teachers may occur in many ways, ranging from a formal presentation to the school board or vocational education staff administrators to a chance encounter over a cup of coffee. For formal presentations, a set of transparency masters with accompanying script are included as part of this kit (Appendix B). The Promising Practices Diffusion Project director is available to speak to groups and to individuals. The initial contact is important in securing cooperation and commitment of school personnel, especially administrators. The success of the dissemination project will revolve around the introduction to the idea.

Information regarding Promising Practices available for implementation can be secured from a number of sources. The primary source of information to the regional coordinator is the Promising Practices Handbook. The handbook was developed cooperatively by the School of Education, Oregon State University, and the Oregon Department of Education for the purpose of identifying Promising Practices that:

*address significant problems in careers/vocational education

*are effective in their environment

*are transportable (can be adapted and communicated).

Updates of the handbook are completed periodically.

For copies of the handbook, contact Nancy Hargis, Career Education Resource Specialist, Resource Center, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310 (378-4770).

The handbook will identify contact person(s) at each Promising Practice project site. All of the projects identified on the list of Promising Practices Currently in Use (page 3) have contact persons who are available to answer questions regarding their project.

A secondary source of information regarding Promising Practices is the print, media, and final reports which were developed by the projects. These materials are also available from the Resource Center.

Finally, information relative to Promising Practices is available from the director of research and exemplary projects in career and vocational education and the state specialist connected with specific service areas at the Oregon Department of Education.

The mere adoption and use of a Promising Practice is not the goal of diffusion. It is important to keep in mind that the overall goal of the Promising Practices Diffusion Project is to effect change in the behavior of instructors, administrators, or counselors, to improve instruction for students in vocational education. In other words, the primary purpose of dissemination in vocational education is to improve the program's responsiveness to the needs of individuals and society.

Knowledge of the present situation is required to determine what changes need to be brought about in the classroom. Evaluation, an important part of the total diffusion process, begins with the assessing of the present situation.

One also needs skill in evaluating existing Promising Practices to assess their potential for bringing about the desired changes. Finally, skills are needed to evaluate whether or not those desired changes are taking place.

To decide whether an existing Promising Practices project can contribute to a similar effort in another setting, the Coordinator may wish to utilize the following chart and checklist. Existing projects should be assessed regarding how their goals, objectives, and outcomes match identified needs in the new setting related to School and Community, Program Goals and Objectives, Personnel, Target Population, Facilities and Equipment, and Budget. Information for completing the assessment is readily available in the career and vocational education assessment guide, results of standardization visits, and suggestions from advisory committees/councils. Assessing the need in the current situation in the local school and matching that need to the goals of existing Promising Practices will provide the basis for deciding whether or not to implement the Promising Practice. The Regional Coordinator should identify a local person to assume responsibility for on-site implementation.

CHECKLIST FOR ASSESSING THE NEED FOR IMPLEMENTING A PROMISING PRACTICE IN A NEW SETTING

	YES	NO
I. School and Community		
1. Is the project confined to a setting so that transporting it would diminish its effectiveness?	_____	_____
2. Is the type of community critical to the functioning of the practice?	_____	_____
II. Program Goals & Objectives		
1. Have there been requests for change or improvement in existing curriculum or program changes by staff, community, or students?	_____	_____
2. Has the necessary data been collected regarding a need for change?	_____	_____
3. Are the goals and objectives of the local school or school district identified?	_____	_____
4. Are the goals and objectives of the Promising Practice identified?	_____	_____
5. Are we able to meet identified goals and objectives through existing practices?	_____	_____
6. Do the goals of the Promising Practice and the local school coincide?	_____	_____
OR		
Can the practice or school objectives be adapted to meet the requested change?	_____	_____
7. Is the practice compatible with existing school programs and philosophy?	_____	_____
III. Personnel		
1. Is there commitment to the change by a building administrator?	_____	_____
2. Is staff interested in trying a new or different approach?	_____	_____
3. Is there a key leader among the staff who will assume the catalyst role and direct the implementation?	_____	_____
4. Can existing staff be utilized?	_____	_____

	YES	NO
5. Are changes in staffing required?		
6. Has an implementation team been organized?		
7. Will staff required inservicing?		
IV. Target Population		
1. Has the target population been identified?		
2. Is the target population readily accessible?		
V. Facilities and Equipment		
1. Are necessary facilities and equipment available?		
2. Will required changes in facilities and equipment fit reasonably well with your existing plan?		
VI. Budget		
1. Can existing materials and guidelines be utilized?		
2. Can the practice be justified in present and future budget requests?		
3. Are major budget revisions necessary to implement the practice?		
4. Have key staff and administrators been advised of budget requirements?		

SUMMARY CHART FOR ASSESSING

THE NEED FOR IMPLEMENTING A

PROMISING PRACTICE

	Promising Practice	Potential Implementation Site
I. School and Community		
II. Program Goals & Objectives		
III. Personnel		
IV. Target Population		
V. Facilities and Equipment		
VI. Other Resources		
VII. Budget		

ENDORSING

Endorsement for the demonstration project by credible people is essential to its success from beginning to end. Individuals and groups that are among the most important to the success of the project include the teacher, other vocational/career education teachers, the building principal, vocational coordinators, superintendents, and school boards. It is important to identify a project director in the local school as soon as possible. The local project director is responsible for securing the needed endorsements. Established contacts and long standing relationships are critical for acquiring strong acceptance of the project.

Perhaps the one common element of successful pilot projects is the endorsement and support of a committed local project director who possesses certain attitudes, skills, and knowledge. The following attributes were observed in various pilot projects, and they present a composite of an effective local director for a demonstration project. It is desirable to identify local directors who possess as many of the following attributes as possible: (Douglas, 1979)

Attitudes. Attitudes for the most part are intrinsic to the individual. The successful project director:

1. Is open to new ideas
2. Does not give up on people
3. Has positive attitudes about himself/herself
4. Has low ego needs
5. Is perseverant
6. Functions well under adversity
7. Is flexible
8. Is optimistic
9. Is inquisitive
10. Is systematic

Skills. Successful directors are able, when working in one-to-one and group settings, to

1. Diagnose problems
2. Manage conflict
3. Solve problems
4. Communicate (orally, in writing, and in actions)

5. Listen
6. Evaluate his/her role
7. Evaluate the dissemination process
8. Develop alternatives
9. Facilitate group interaction
10. Detect evasive actions
11. Institutionalize the change function
12. Promote Futuring

Knowledge. The successful director must be informed about

1. Available resources
2. Financial assistance
3. The change process
4. Intervention theory
5. Organizational development
6. Local realities (i.e., the structure and functioning of the specific organization in its environment).
7. Organization functioning and structure
8. Communication theory
9. Systems analysis and design

The above lists of characteristics are extensive, but in reality they represent the ideal rather than the status quo. The more qualities a local director possesses, the better. It may be possible for the Regional Coordinator to assist the local director in developing some of the ideal attitudes, skills, and knowledge.

Besides securing endorsements from individuals and groups directly connected to the project, it is important to develop a positive relationship with other key groups. These groups include students, parents, community leaders, school support staff and business leaders. If the project has potential for controversy in some areas, for example, as the stereotyping of certain service areas, individuals who are attuned to these concerns should be informed and/or consulted. Obtaining and maintaining the endorsement is not only important for implementing the project, it is essential if the project is to continue as part of the school system.

PLANNING

After a practice has been identified and local district endorsement secured, a plan must be specified for bringing the practice into a school or district. As part of the assessment process, program goals and objectives were identified. At this point, it is necessary to make plans for attaining those objectives. In the continuing effort to maintain support for the project, it may be desirable to form a planning committee to assist the local project director.

Regional Coordinators who wish to apply for adoption/adaption grants will develop a brief proposal in cooperation with the Oregon Department of Education contact person, Nancy Hargis. Prior to writing the proposal, coordinators will identify potential sites and develop tentative plans for practice adoption/adaption. Once the application form and tentative plans have been completed, a writing session of approximately one-half day will be scheduled.

To assist in planning for the writing session, the Application Planning Detail Form is provided (see page 9). The form necessitates identification of the goal, objectives, activities/strategies, projected costs, timeline, evaluation, and responsible agent(s) for implementing the practice. Goal statements should be general, expressing the overall need for the project. The number of goal statements will depend upon the scope of proposed adoption/adaption. Objectives should include the specific focus of the project. Viewed as a whole, the objectives will indicate the extent of the project and become the basis for evaluation activities. The activities/strategy is the action directed to the solution of a need or problem. A dissemination activity/strategy may engage few or many individuals and may range from a single event to one that lasts several years. Activities/strategies should clearly state what is intended and how it will occur. If staff inservice is needed, it is important to know when it will take place, how often, who will attend, who will conduct it, and who will be responsible for setting it up and carrying out all the details. Examples of activities/strategies include substitute reimbursement, travel, consultant services, and purchase of project materials. The project costs

should indicate the funds requested to support the strategies/activities. Timelines should be clearly delineated and followed as closely as possible. Be realistic and consider the total school schedule. Responsibilities of key personnel may determine timelines to a great extent. Perhaps the most critical aspect of the planning state is identification of the responsible agent. If no one is responsible, nothing will happen. Remember, "planning doesn't make it happen--people do." The responsible agent should possess those same attitudes, skills, and knowledges that were sought in the local project director. Evaluation activities should be ongoing throughout the profect. Evaluation will be primarily a local responsibility. Regional Coordinators will assist with evaluation procedures. For suggestions regarding processes and resources, see the Evaluation section of the kit (page 27).

IMPLEMENTING

After accepting the application, a school is ready to implement the practice into its own setting. More often than not, the implementation will involve some adaption of the practice prior to the final adoption. Coordinators are encouraged to utilize a variety of dissemination/implementation strategies when assisting an implementing school. The resources of the Promising Practices Diffusion Project are of immense value at this point.

Some examples of activities and resources available through funding from the Promising Practices Diffusion Project include (see Project Cost Information on page 10):

* inservice workshops for developers and implementers
* technical assistance to adopters
* consultant services to adopters
* substitute reimbursement
* travel reimbursement for on-site visitation
* material duplication

As with previous and following phases, evaluation is an ongoing activity. Simple evaluation instruments can be used to gather information on which to base decisions regarding revisions. (See the following section, "Evaluating"). A Self-Assessment Guide for Promising Practices is provided for use by the project adopters at regular intervals in the implementation phase. The self-assessment Guide focuses on each factor involved in implementation (see page 26). Informal methods may also be employed for evaluation purposes. For example, observation and informal conversations with key staff and students, when appropriate, can yield valuable information and insight to the success of the project.

At regular intervals during the year, key staff will want to consult with each other about the progress of the project. Communication continues to be critical to the success and continuation of the project. As the project is implemented, it is important to maintain the interest and commitment of those involved.

The purpose of many projects will be to convince the target population to accept some new concept or change. Individuals differ in their response to new ideas and in how easily they accept a fresh idea or educational change. These various levels of acceptance can be categorized as follows:

* Innovators
* Early Adapters
* Early Majority
* Late Majority
* Laggards

The adoption style of the target audience is an important consideration in choosing implementation strategies. Also, recognizing that these differences exist can be helpful to a frustrated project director trying to work with those whose propensity toward change may be slower than desired. The following facts regarding implementation were gleaned from the research literature by Orlich and provide a useful frame of reference for persons concerned with the implementation process.

1. The size of a project is unrelated to its success
2. Innovations which rely heavily on technology tend to be shortlived.
3. The implementation of an innovation is directly related to immediate administrator support.
4. Curriculum and instructionally related innovations are easier to implement than those requiring changes in organization or administration.
5. There is a need for critical mass of advocates before an innovation may be implemented.
6. Directives are seldom effective in stimulating the adoption or implementation of innovations.

PROFILE SHEET ---- PROMISING PRACTICES

A	B	C	D	E	F	G	H	I	J
Curriculum	Staff Development	Instructional Materials	Administrator Commitment	Equipment	Staff Acceptance	Student Acceptance	Utilization of Resource Persons	Self Evaluation	Public Relations

SELF ASSESSMENT GUIDE

FOR

PROMISING PRACTICES

Instructions for Completing Plan

1. Respond to criteria statements for each component by circling level of implementation.
2. If the statement does not apply, circle NA.
3. Average the response ratings for each component.
4. Transfer averages to profile sheet.

Example response

	High	Partial	Low	None	Does Not Apply
A. Curriculum has been adapted to meet the needs of the local school district or community college.					
If the adaptation is complete, circle (3), the level of implementation is high.	(3)	2	1	0	NA
If the adaptation is only partially complete, circle (2), the level of implementation is partial.	3	(2)	1	0	NA
If the adaptation is only getting started, circle (1), the level of implementation is low.	3	2	(1)	0	NA
If adaptation has not even begun, circle (0), the level of implementation is none.	3	2	1	(0)	NA
If the statement does not apply, circle NA.	3	2	1	0	(NA)

CRITERIA STATEMENTS

	High	Partial	Low	None	
A. Curriculum					
1. Curriculum has been adapted to meet the specific needs of the local school district or community college.	3	2	1	0	NA
2. Written Curriculum materials have been developed with clearly identified learning objectives.	3	2	1	0	NA
3. Curriculum materials have been made available to all staff involved in the project.	3	2	1	0	NA
4. Curriculum undergoes continuous review and revision, based on student feedback and self-evaluation.	3	2	1	0	NA
B. Staff Development					
5. Project staff participate in "sharing" sessions for the purpose of improving the practice.	3	2	1	0	NA
6. Project staff are receiving the technical assistance needed for an optimum level of implementation.	3	2	1	0	NA
7. A planned approach to staff development is operational in this project.	3	2	1	0	NA
C. Instructional Materials					
8. Project staff are provided with sufficient materials for operating a quality program.	3	2	1	0	NA
9. Instructional aids are available and relevant to the practice being implemented.	3	2	1	0	NA
D. Administrator Commitment					
10. Administrators understand the concepts and objectives of the practice being implemented.	3	2	1	0	NA
11. Administrators provide financial support for implementing the practice.	3	2	1	0	NA
12. Administrators participate in the planning and evaluation of the project.	3	2	1	0	NA
E. Equipment Needs					
13. Adequate equipment is available for implementing the practice into the school program.	3	2	1	0	NA
14. Additional equipment needs have been identified and included in the budgeting planning process.	3	2	1	0	NA

	High	Partial	Low	None	
F. Staff Acceptance					
15. The objectives of the practice have been communicated to other staff in the school.	3	2	1	0	NA
16. The practice received encouragement and support of the total staff.	3	2	1	0	NA
G. Student Acceptance					
17. Students understand the objectives of the practice.	3	2	1	0	NA
18. Students are enthusiastic about the activities of the practice.	3	2	1	0	NA
H. Utilization of Resource Persons					
19. Consultants have been fully utilized in planning and/or implementation of the practice.	3	2	1	0	NA
20. Local resource persons have been utilized, where appropriate, to refine the practice.	3	2	1	0	NA
I. Self-Evaluation for Continuous Improvement					
21. A system for obtaining and utilizing student feedback has been identified.	3	2	1	0	NA
22. A system of self-assessment has been identified.	3	2	1	0	NA
23. Feedback, assessment, and evaluation are utilized to provide a continuous upgrading of the practice.	3	2	1	0	NA
J. Public Relations					
24. Steps have been taken to assure understanding and acceptance of the practice by all school administrators.	3	2	1	0	NA
25. Steps have been taken to assure understanding and acceptance of the practice by counselors and teachers of the school.	3	2	1	0	NA
26. Steps have been taken to assure understanding and acceptance of the practice by parents of involved students.	3	2	1	0	NA

EVALUATING

Evaluation, an integral part of the diffusion process since the early stages, continues to be a major consideration. In effect, at least four basic types of evaluation are used in monitoring different phases in the diffusion process. The first type of evaluation is made in the assessment phase of the process so that efforts can be focused on matching needs with existing Promising Practices. Needs assessment evaluation is used in making planning decisions.

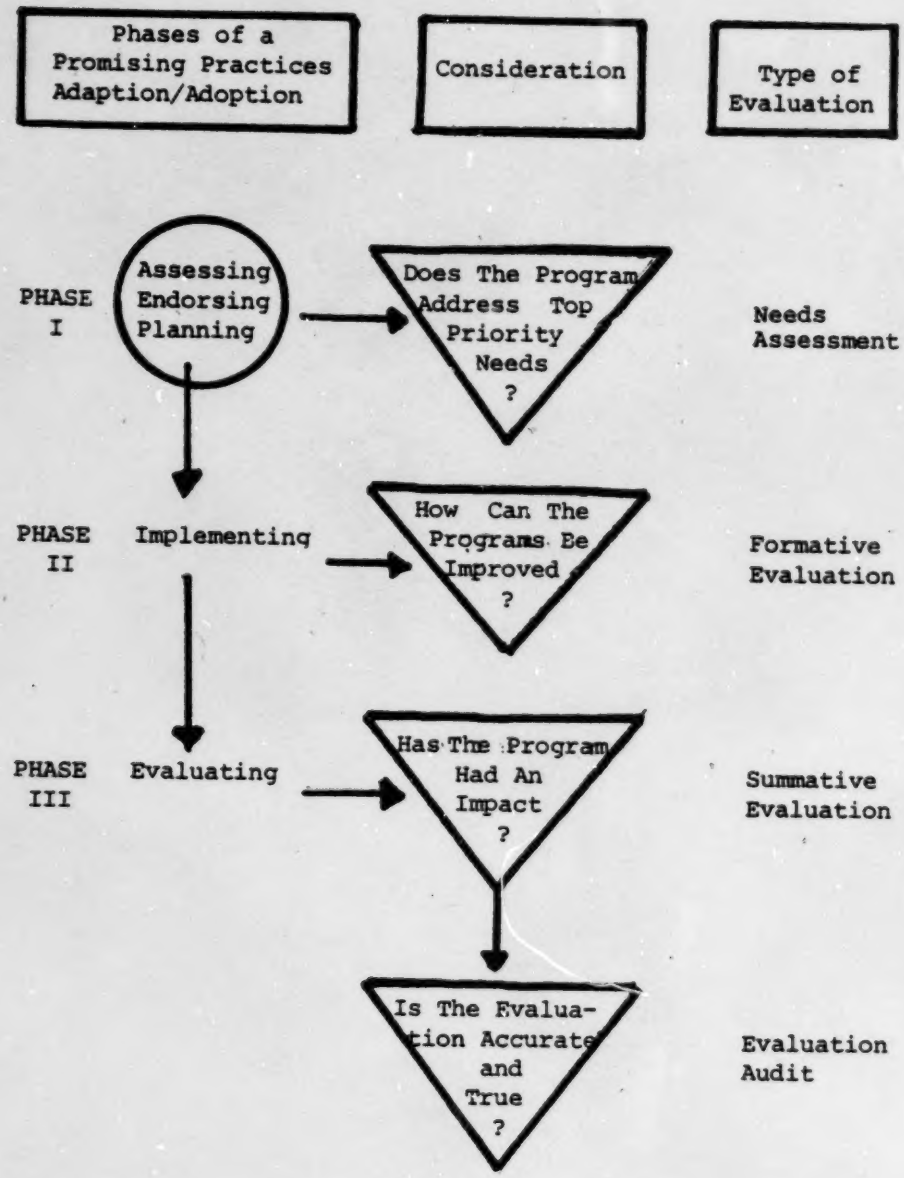
The second type of evaluation is formative in that it occurs during the implementation phase. The information collected provides feedback about how the implemented Promising Practice will be adapted to the new setting. Implementing decisions and modifications are made based on formative evaluation secured through use of the Self Assessment Guide for Promising Practices.

The third type of evaluation focuses on the total worth of an implemented Promising Practice. Summative evaluation provides judgments as to the success of the project in achieving objectives, overall effectiveness, and impact on the target audience. Instruments that are useful for evaluating student outcomes are listed in the references which follow this section. Since this type of evaluation occurs near the end of the program, it is called summative, but it also provides information for future project endeavors. This type of evaluation is mainly a local responsibility but Regional Coordinators will need to assist with strategy identification, data collection, and review.

The fourth type of evaluation is conducted by an uninvolved party to verify that the evaluation is relevant, accurate, and reliable. This type, called an evaluation audit, is connected with an evaluation of the total worth of the Promising Practices Diffusion Project. Figure 2 summarizes the role of these four types of evaluation.

Figure 2

TYPES OF EVALUATION



At this point in the diffusion process, the Regional Coordinator will be most interested in aiding the Promising Practice director conduct the summative evaluation and, perhaps, in participating in an evaluation audit of the total project. The Evaluation Checklist (on next page) is provided to help determine whether or not an evaluation component has been built into the plan. Caution: Do not wait until the end of the project to begin the summative evaluation. It is imperative that the local project director begin this process early in the project.

The Planning Detail Form completed during the planning phase will serve as a basis for the final evaluation. The format suggested earlier is now adapted to include the following columns: Objectives, Activities/Strategies Performed, Actual Cost, Date Completed, and Responsible Agent, (as shown in the Evaluation Worksheet). The Evaluation Worksheet serves as the basis for the final written report submitted to the diffusion project director. The final report should include: A cover page identifying the title, date, and author; extent to which the objectives were met; problems encountered; and recommendations and conclusions. Finally, information provided in the final report is utilized as a basis for the evaluation audit of the total Promising Practices Diffusion Project.

To assist Regional Coordinators in their work with project directors, a list of evaluation references follows.

Check Yes	No		
___	___	1.	Have you identified measurable student outcomes?
___	___	2.	Have you described the means you will use for collecting and analyzing evaluative data on the extent to which students attained selected outcomes?
___	___	3.	Have you made provisions for listing the learning activities that students engage in to attain desired outcomes?
___	___	4.	Have you made provisions for the listing of people, equipment, and space required for student learning activities?
___	___	5.	Have you made provisions for the listing of staff development activities which enable teachers to facilitate attainment of desired student outcomes?

CHECK, HAVE YOU SPECIFIED . . .

Yes	No	
___	___	What information is needed?
___	___	From whom the information will be secured, e.g., teachers, counselors, etc.?
___	___	What will be used to find the information, e.g., instruments?
___	___	Who will complete the instruments?
___	___	What comparisons will be made?
___	___	When will the information be collected?
___	___	Who will analyze the data?
___	___	Who will write up the findings?
___	___	When will reports be made?

EVALUATION WORKSHEET

GOAL:

OBJECTIVE	ACTIVITIES/STRATEGIES PERFORMED	ACTUAL COST	DATE COMPLETED	RESPONSIBLE AGENT

EVALUATION RESOURCES

BOOKS AND PAMPHLETS

Doan A.; Kenneke, L.; and Suzuki, W. Oregon Vocational Secondary Program Evaluation: A Procedual Handbook. Oregon Department of Education 1980.

Erickson RC. and Wentlin T.L. Measuring Student Growth: Techniques and procedures for Occupational Education. Boston: Allyn and Bacon, 1976.

Owens, R. and Evans, D. Program Evaluation for Busy Administrators. Portland, OR.: Northwest Regional Educational Lab.

Robinson, Athanasiou and Head, Measures of Occupational Attitudes and Occupational Charactersitics. Ann Arbor: Survey Research Center, Univ. Of Michigan, 1969.

Suzuki, W. and Kenneke, L. Evaluation of Occupational Exploration Programs. Oregon Department of Education, 1977.

Wentling, T.L. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, Inc., 1980.

Young and Schuh. Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education, Washington D.C.: Office of Education, 1975.

National Center for Research in Vocational Education Publications

Note: The evaluation resources listed below are available from the center at the following address:

National Center Publications
1960 Kenny Road
Columbus, Ohio 43210

Ahmann, J. Stanley. Needs assessment for Program Planning in Vocational Education. (IN 154, $2.80).

Pucel, J. David. Longitudinal Methods as Tools for Evaluating Vocational Education. (IN 155, $1.90).

Lee, M. Arthur. Use of Evaluative Data By Vocational Educators. (IN 156, $1.90).

Grasso, T. John. Impact Evaluation in Vocational Education: The State-Of-The-Art. (IN 157, $3.25).

Hopkins, O. Charles. Data Sources for Vocational Education Evaluation. (IN 158, $2.35).

NATIONAL CENTER PUBLICATIONS AND OTHERS AVAILABLE THROUGH ERIC

Ed 069 918 Career Education Resource Guide

Ed 106 376 A Practical Guide To Measuring Project Impact on Student Achievement.

Ed 130 092 The Efficacy of Career Education

Ed 141 584 A Review of Career Education Evaluation Studies, Monographs on Career Education.

Ed 143 831 What does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results.

Ed 151 516 Career Education: What Proof Do We Have That It Works?

Ed 154 128 Career Awareness/Exploration Curriculum Kit.

Ed 162 108 Ways to Evaluate Different Types of Career Education Activities: A Handbook of Evaluation Models.

Ed 169 392 A Kit of Career Education Assessment and Evaluation Instruments.

STANDARDIZED TESTS

Assessment of Career Development
Dale Prediger, John Roth, and Bert Westbrook
Houghton Mifflin
One Beacon Street
Boston, Massachusetts 02107
1974

Career Development Inventory
Donald E. Super, Martin J. Bohn, Jr., David J. Forrest,
Jean Pierre Jordaan, Richard H. Lindeman, and Albert S. Thompson
Teachers College
Columbia University
New York, New York 10027
1976

Career Maturity Inventory
John O. Crites
CTB McGraw Hill
Del Monte Research Park
Monterey, California 93940
1973

Career Orientation Battery
New Educational Directions
Box 307
Crawforsville, Indiana 47933
1976

Children's Nowicki-Strickland Internal-External Control Scale
Stephen Nowicki and B.R. Strickland
The Psychological Center
Department of Psychology
Emory University
Atlanta, Georgia 30322
1970

Coopersmith Self-Esteem Inventory
Stanley Coopersmith
Self Esteem Institute
1736 Stockton Street
San Francisco, California 94133

Employment Readiness Scale
Anthony M. Alfano
2518 Texel Drive
Kalamazoo, Michigan 49001
1973

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS CAREER AND OCCUPATIONAL DEVELOPMENT TECHNICAL REPORT: EXERCISE VOLUME. Career and Occupational Development Report No. 05-COD-20
NAEP
Suite 700, 1860 Lincoln Street
Denver, Colorado 80295
Roy H. Forbes, Director
1977
Available from GPO

Self-Appraisal Inventory
Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024
1970

Survey of Work Values, Form U
Patricia C. Smith, Stephen Wollach, James G. Goodale and Jan P. Wijting
Psychology Department
Bowling Green State University
Bowling Green, Ohio 43403
1975

Viewpoints on Work
New Educational Directions
Box 307
Crawforsville, Indiana 47933
1977

References

Bina, James V. and Hull, William. Organizing and Conducting Demonstration Projects in Vocational Education. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

Douglass, Rebecca. "Theory of Dissemination Strategies." Paper presented at the 1979 RCV Conference in Scottsdale, Arizona.

Fancher, ADA Lofts. Promising Practices Adopters Guide. Salem, OR: Oregon Department of Education, 1978.

Orlich, Donald C. "Federal Education Policy: The Paradox of Innovation and Centralization.", Educational Researcher. Vol. 8, No. 7, Pp. 4-9.

APPENDIX A

GLOSSARY OF KEY TERMS

For purposes of this kit, the following will be defined as:

Adaption: The modification of education processes or products developed elsewhere so they are appropriate to local students, teachers, or community needs.

Adoption: The end result of considering new materials or inservice teacher education for inclusion in district or state educational programs. In research and development, the point at which educators or parent groups decide on and begin to use new programs, primarily as they are received.

Capacity Building: A strategy for promoting improvement-oriented change that attempts to enhance the target system's own skills to diagnose problem areas, identify potential solutions and to select and implement the most appropriate solutions.

Change Agent: A person who facilitates planned change or planned innovation, which is a deliberative process intended to make both acceptance by and benefit to the people who are changed more likely. (Havelock,1973)

Developer/Demonstrators: The originator or inventor of a new project or practice, which has been validated by the Promising Practices process and funded by the Research and Exemplary Unit of the Oregon Department of Education to provide materials, demonstrations, training, and other assistance to personnel from other school systems interested in the innovation.

Diffusion: The process by which a validated practice or a solution to a problem is spread from the field test to additional users or adopters.

Dissemination: The act of creating an awareness of or an interest in selected programs among identified audiences. Dissemination may consist of four levels of activities (as defined by the Dissemination Analysis Group (DAG)

- Level 1: Spread: The one-way casting out of knowledge in all its forms: information, products, ideas, and materials "as though sowing seeds"
- Level 2: Exchange: The two-way or multi-way flow of information, products, ideas, and materials to needs, problems, and potential solutions.
- Level 3: Choice: The facilitation of national consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices and other knowledge that can be used for the improvement of education.
- Level 4: Implementation: The facilitation of adoption/adaption, installation and improvements.

Educational Service District (ESD): An administrative unit, generally following county boundaries, which may be expected to facilitate state and local school cooperation and act as an information and resource center to schools within each district.

ESD: See Educational Service District.

Exemplary Practice: A new or outstanding practice developed in a local education setting. A practice is exemplary to the degree it meets five criteria: 1) is viewed by practitioners as needed and worth initiating, 2) is successful/effective, 3) is exportable, 4) is reasonable in cost, time, and personnel required for implementation, and 5) has been systematically documented.

IED: Name Changed: see Educational Service District.

Implementation: A major stage in the diffusion process in which attempts are made to utilize new knowledge and to effect actual changes in behaviors and practices; the systematic installation of new practices, materials, programs.

Innovation: A program or practice which is new to the environment in which it is introduced.

Intermediate Education District (IED): Name changed to Educational Service District.

LEA: See Local Education Agency.

Linkage: The establishment and maintenance of effective communication between education and various knowledge producing agencies. Linkage is the sharing of information about educational materials programs.

Linkage Agencies: Universities, publishers, state education agencies, educational service districts, or local education agencies that exchange information with practitioners about research and development products and services.

Linker/Linking Agent: A person whose role is to connect individuals, groups, or institutions with appropriate resources. In education, linkers connect persons within local, intermediate, or state agencies to information systems, curriculum specialists, and other resources to help solve problems and answer questions.

Location Education Agency (LEA): A school district or education service district that is legally constituted to educate students.

Model: An idealized description of the way a system or a program can or should operate.

Network: A formal or informal group of people related by a common need to share information.

ODE: Oregon Department of Education.

OSU: Oregon State University

Promising Practice: A process and/or material that addresses a significant educational need. It is effective as proven by primary or secondary evidence and can be adopted by many agencies because it can be communicated through: a) documentation, b) knowledgeable contact person(s), and/or c) can be observed in operation.

Regional Coordinator: A person whose role is to provide leadership in vocational and career education in Oregon by serving as a liaison between local districts, Educational Service Districts, and Oregon Department of Education.

Resource: Anything needed, available or currently being used (e.g., money, personnel, services, information, materials).

SEA: See State Education Agency

State Education Agency: (SEA) An agency within a particular state that is responsible for implementing education mandates set by the state legislature as well as providing services to local districts. In Oregon, the Oregon Department of Education.

Strategy: A general plan of action directed toward the solution of a need or problem.

Technical Assistance: Provision of knowledge, services, or assistance directed toward facilitating attainment of an established goal.

Technical Support: Provision of resources (funds, information, personal assistance) from outside a target system for the purpose of facilitating improvement-oriented change within that system.

APPENDIX B

PROMISING PRACTICES DIFFUSION PROJECT

TRANSPARENCY SCRIPT

1. TITLE

Special program development assistance to vocational and career educators in Oregon is available from the Division of Career and Vocational Education at the Oregon Department of Education.

2. HANDBOOK

For the past decade, the Oregon Department of Education has provided resources and technical assistance to promote development of exemplary programs which fulfill diverse educational needs within the state of Oregon. Periodically, these projects are reviewed and those which meet established standards of quality are summarized and compiled into a handbook entitles "Promising Practices in Oregon."

3. DEFINITION

"Promising Practices" are defined as processes and/or materials that address a significant educational need. They are effective as proven by primary or secondary evidence and can be adopted by many agencies because they can be communicated through: a) documentation, b) Knowledgeable contact person(s), or c) can be observed in operation.

4. SERVICES

In order to optimize the diffusion of Promising Practices in Oregon, the project will provide technical assistance and consultant services to adopters. Substitute reimbursement and travel allowances for on-site visitations will be made available also.

5. DEFINITION

The purpose of this phase of the project is to support diffusion of Promising Practices rather than simply disseminating information regarding these programs. For purposes of this project, diffusion is defined as the process by which a validated practice or a solution to a problem is spread from the field test to additional users or adopters.

6. DIFFUSION IN ACTION

An example of a Promising Practice that has been implemented in another school is "A Process for Integrating Career and Consumer Education Course Goals with Basic Reading Programs". After completing the initial development of the process for the Portland Public Schools, Dr. Ralph Hodges has served as a consultant to other districts in similar efforts. Teachers at Price Elementary School in Albany worked with Dr. Hodges to utilize the teachers' guide in developing materials for use with their basal readers for students in grades one through three. Through a sharing of the outcomes of the first project, the teachers at Price Elementary School were able to implement a similar program without duplicating costly developmental procedures.

7. EXAMPLE

The project Dr. Hodges directed is only one example of the diffusion project in action. Projects might involve administrators, teachers, and/or students. Other examples include using Office Simulation in an Open Lab developed at Dufur High School and transported to Alsea High School; also, the Umatilla-Morrow Instructional Materials/Equipment Sharing concept adapted by schools in Polk-Yamhill and Linn-Benton Counties for disadvantaged/handicapped students in vocational education.

8. GOAL

The mere adoption and use of a Promising Practice is not the goal of diffusion. All projects are aimed toward the goal of quality vocational and career education in Oregon.

9. PARTICIPANTS

This project is also concerned with establishing a continuing linkage with Regional Coordinators so that the diffusion of Promising Practices in Oregon will continue through that established network.

10. PROJECT STAFF

For further information, contact one of the following:

- Nancy Hargis, Career Education Resource Specialist,
  Oregon Department of Education

- Eugene T. Vinarskai, Oregon Department of Education
  Coordinator National Education
  Research and Exemplary Programs

- Your Regional Coordinator

PROMISING PRACTICES

DIFFUSION PROJECT

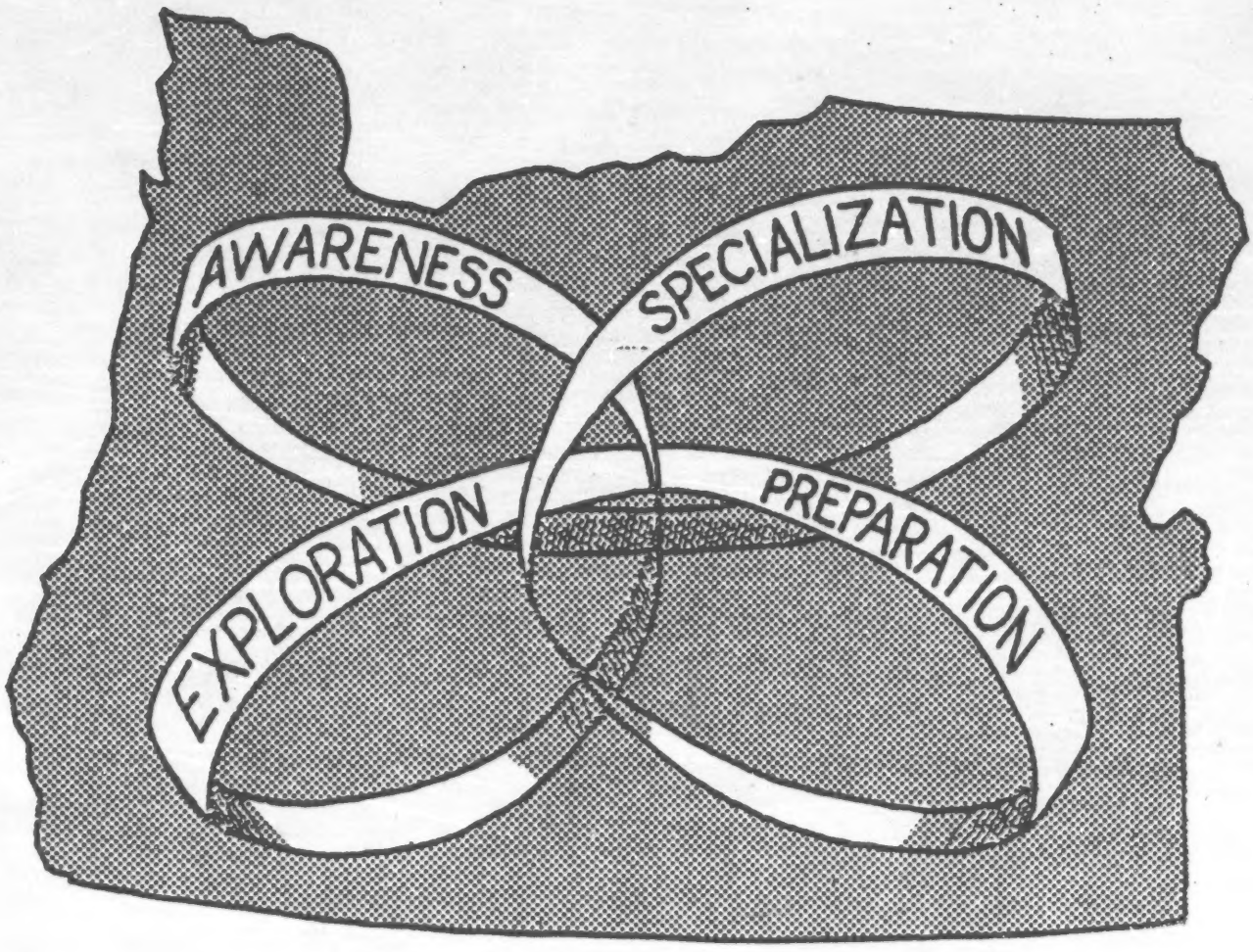
CONTACT: CAREER EDUCATION RESOURCE SPECIALIST
OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY
SALEM, OR 97310

PHONE - 378-4770

PROMISING PRACTICES IN OREGON

CAREER AND VOCATIONAL EDUCATION

Created in Oregon under the Auspices
of Parts C and D of P. L. 90-576



Compiled by Vocational-Technical Education Unit
Oregon State University
in Cooperation with
Oregon State Department of Education

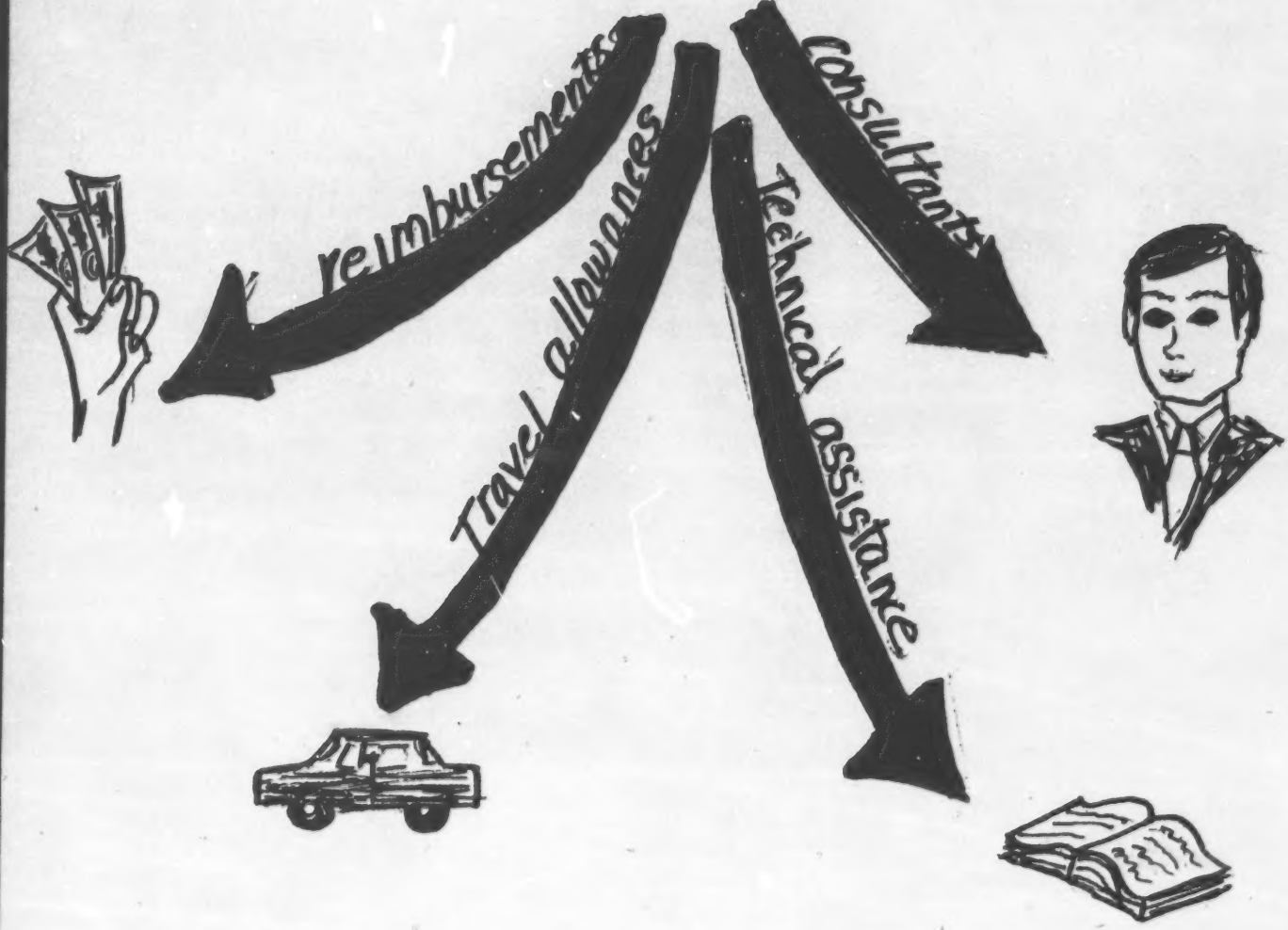
DEFINITION

PROMISING PRACTICES: A PROCESS AND/OR MATERIAL THAT ADDRESSES A SIGNIFICANT EDUCATIONAL NEED. IT IS EFFECTIVE AS PROVEN BY PRIMARY OR SECONDARY EVIDENCE AND CAN BE ADOPTED BY MANY AGENCIES BECAUSE IT CAN BE COMMUNICATED THROUGH:

(A) DOCUMENTATION

(B) KNOWLEDGEABLE CONTACT PERSON(S)

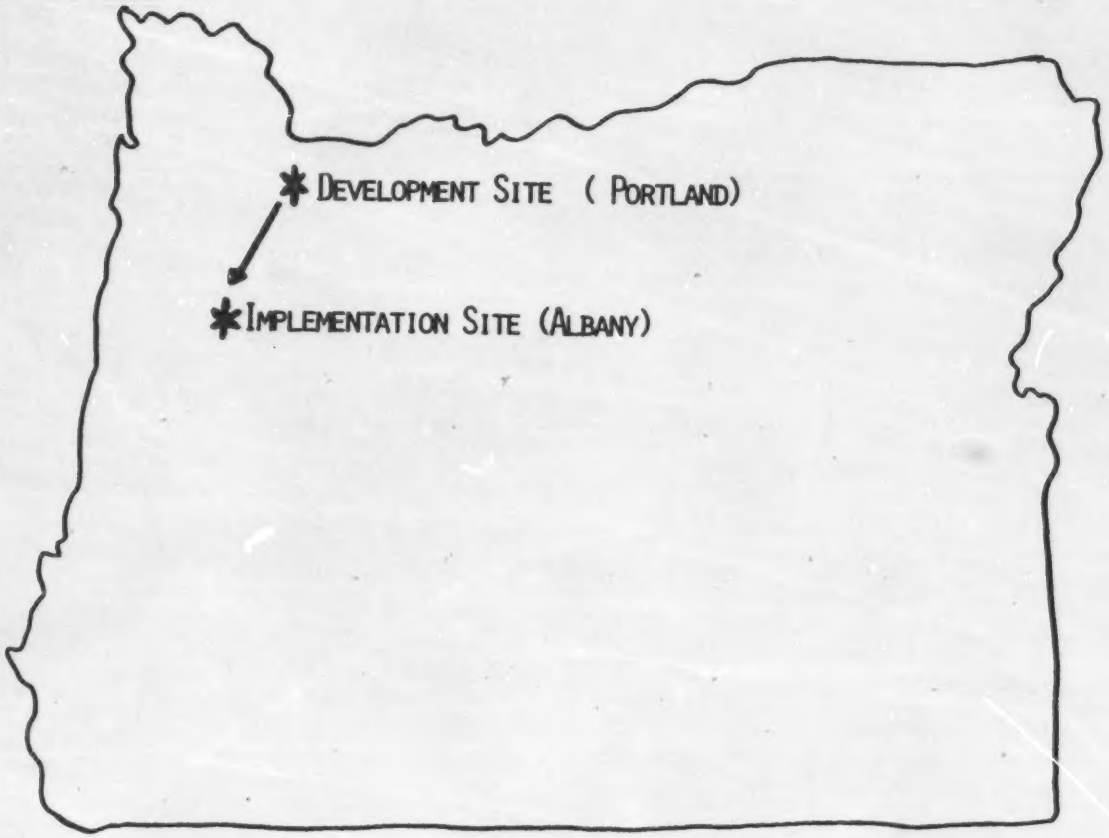
(C) CAN BE OBSERVED IN OPERATION

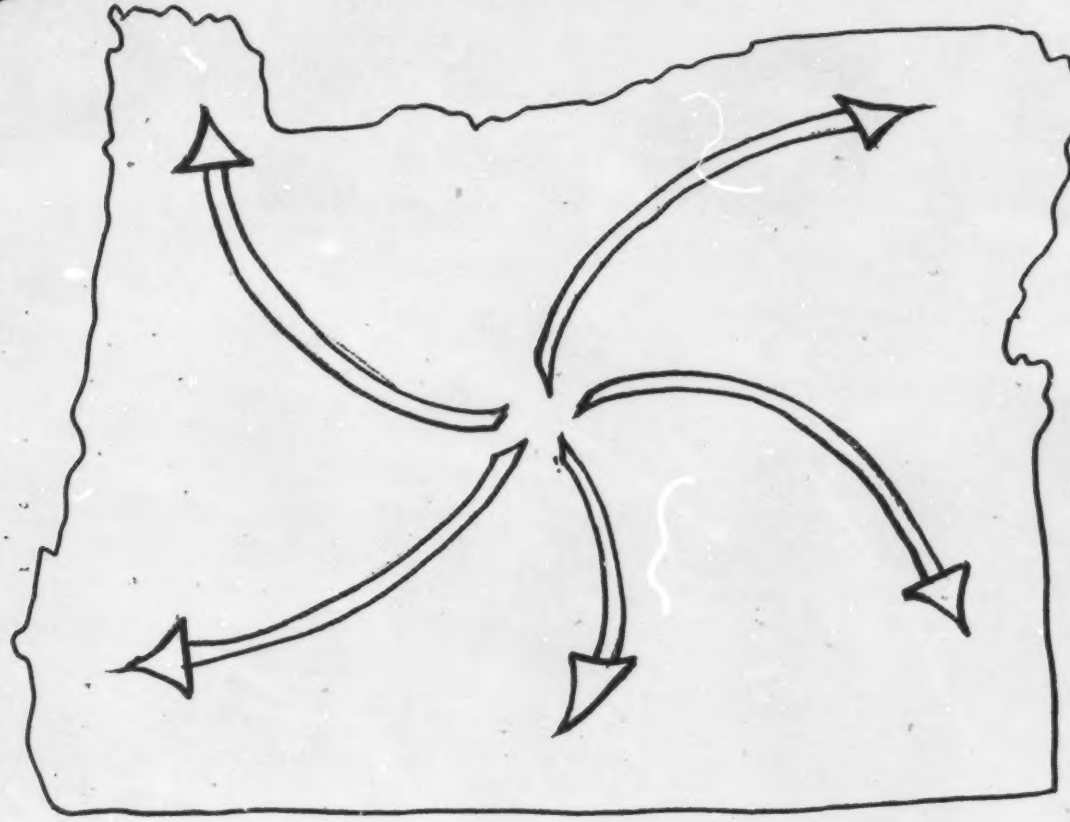

reimbursements
Travel allowances
consultants
Technical assistance

DEFINITION

DIFFUSION: THE PROCESS BY WHICH A VALIDATED PRACTICE OR A SOLUTION TO A PROBLEM IS SPREAD FROM THE FIELD TEST TO ADDITIONAL USERS OR ADOPTERS.

DIFFUSION IN ACTION





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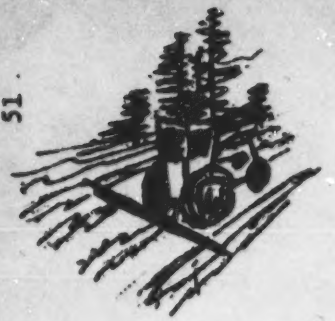
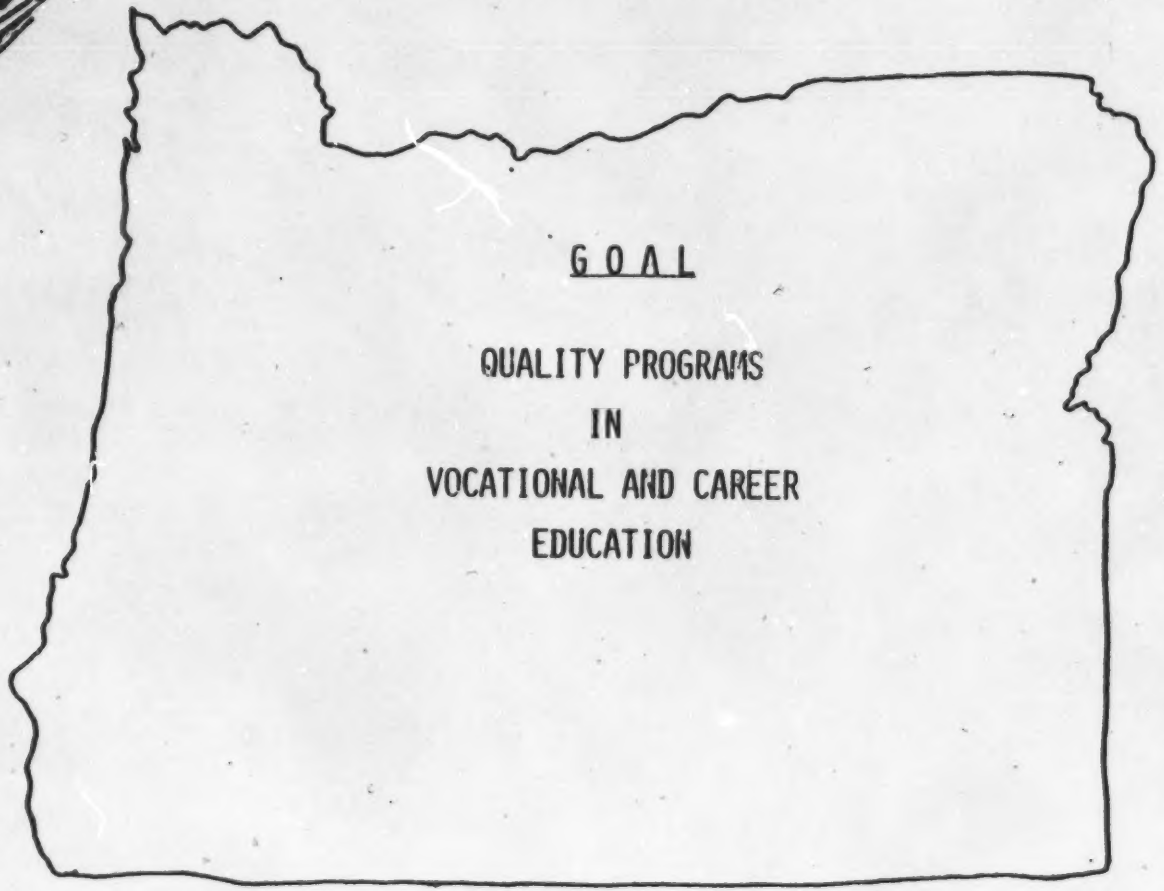
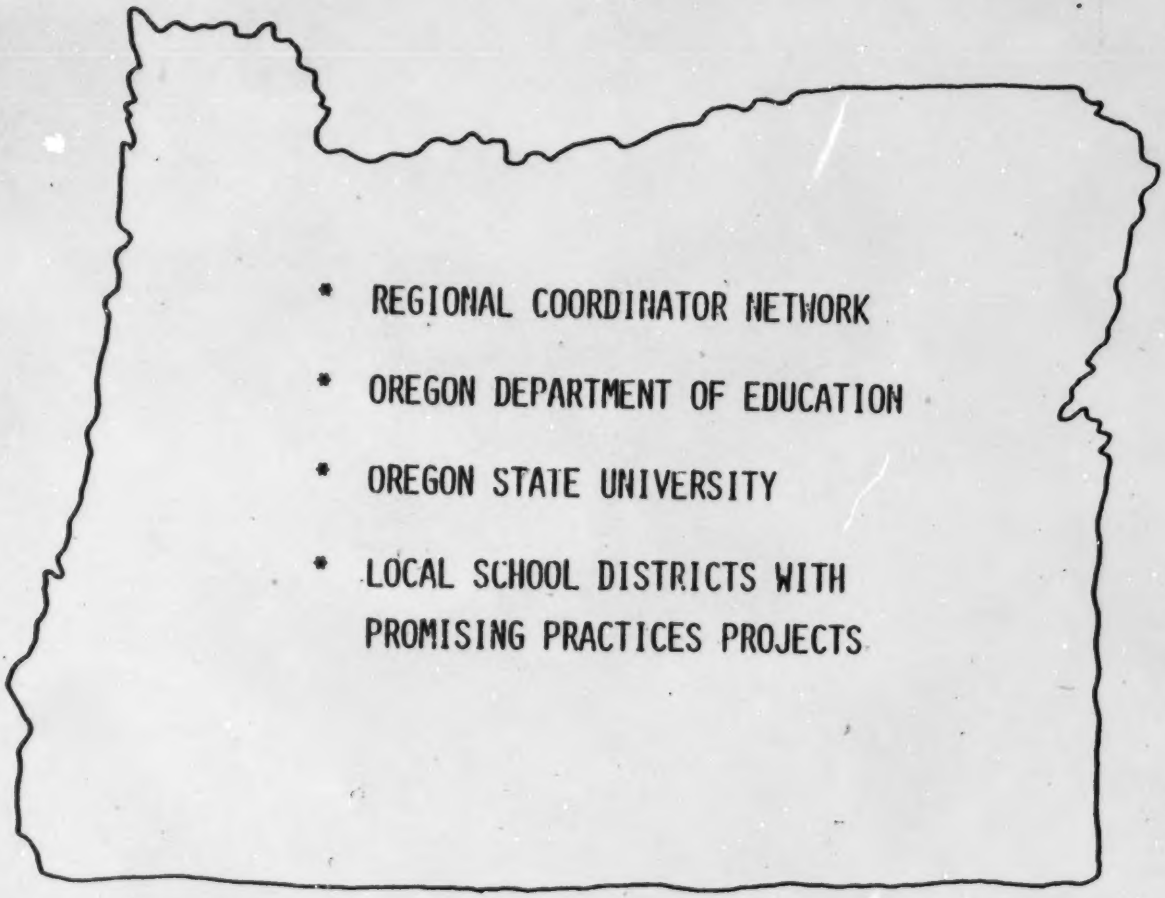




GOAL

QUALITY PROGRAMS
IN
VOCATIONAL AND CAREER
EDUCATION

THROUGH THE C O O P E R A T I O N OF



- REGIONAL COORDINATOR NETWORK
- OREGON DEPARTMENT OF EDUCATION
- OREGON STATE UNIVERSITY
- LOCAL SCHOOL DISTRICTS WITH PROMISING PRACTICES PROJECTS

FOR MORE INFORMATION, CONTACT:

* NANCY HARGIS, OREGON DEPARTMENT OF EDUCATION
* EUGENE T. VINARSKAI, OREGON DEPARTMENT OF EDUCATION
* YOUR REGIONAL COORDINATOR